Global Inequalities: Economic Development and Quality of Life Curriculum Map

These activities and lessons have two intentions:

- to teach concepts that relate to Global Inequalities and
- allow the students a chance to explore their ideas through active research and collaboration with their peers.

The lessons do not cover every single expectation of the curriculum. These activities are meant to complement the lessons that are given and allow students the chance to access wide ranges of skills and abilities in the learning process.

Introduction:

- At A Glance
- Introduction
- Teacher Assessment Rubric
- Student Self-Assessment Rubric

Lesson 1: Factors Affecting Development

Lesson 2: What is the Economy and the Different Types

Lesson 3: Global Wealth

Lesson 4: Quality of Life

Lesson 5: Making a Difference

Lesson 6: The GDP

Extra Assignments

- Extras 1 The Local Business
- Extras 2 The Farmers Market
- Extras 3 Class Survey

Unit Test and Answers

Lesson 1: Factors Affecting Development

LEARNING INTENTION:

Students will learn about the different factors that affect the economic development of countries.

SUCCESS CRITERIA:

Students will be able to identify at least three factors and how these factors contribute to the growth of a country's economy.

MATERIALS NEEDED:

- Reading Notes #1
- Student Worksheet #1, #2, #3

PROCEDURE:

(This lesson should be completed in two days about 30-60 minutes long periods)

Day 1

The teacher will call the class together and introduce the unit. The teacher will start the lesson off by asking the students to write down one thing they need in order to live on the sticky note they were given.

After each student has done this they will place the sticky note on the chart paper labelled, *What I Need* and the teacher will start a class discussion about the needs of the students.

The teacher will discuss the idea of needs and wants, and remove from the chart paper any sticky notes that connect to wants of the students.

The teacher will now introduce that for countries to be successful they have certain needs that help propel them along to economic success.

The teacher will then hand out Reading Notes #1 and Student Worksheet # 1, and explain to the students they will now read about the factors that affect the economic growth of a country and they are to take notes of what is important and write it down on their Student Worksheet labelled *Study Notes*.

The students will use the remainder of the time to read and take notes from the text.

Day 2

The teacher will start the class off with a question to the students, *How would you survive if you lost your home, electricity, and there was no clean drinking water*.

This should start a conversation with the students about what they rely on to be healthy in their community. The teacher can allow the students some time to think about the question and discuss it with their peers.

The teacher can then lead an oral discussion about what life might be like if this happened. The teacher can conclude this discussion by handing out Reading Notes #2 and Student Worksheet #2 to the students which focuses on the earthquake in Haiti in 2010.

The students can have the remainder of this time to complete the work related to the Reading Notes.

(Depending on the needs of your students, you may wish to scan these activity cards onto the computer and have some students complete their work via a school issued laptop through the use of Microsoft Word or through Kurzweil.)

EXTENSION:

The teacher can extend this lesson by having the students complete Student Worksheet #3. The students can reflect on what they have at their disposal and what they really need in order to be successful.

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The Top 5 Factors that Influence Economic Development

Human Resource

This is the quality and quantity of available human resource, or people in a country.

For a qualified and useful human resource, people have to be skilled and talented. If the people are not skilled and have no available training or education due to some shortage than this will prevent or delay economic growth.

Natural Resources

Natural resources are nature produced and are often found on or beneath the land. A country's natural resources are dependent on climate and environmental conditions. Any nation with a large selection of natural resources will enjoy growth compared to a country with few natural resources.

When a country possesses a large amount of natural resources and a skilled and capable work force then the country will have a steady path of economic growth.

Capital Formation

This involves land, building, machinery, power, transportation, and a form of communication. When a country produces or purchases all of these manmade products, it is referred to as capital formation. Capital formation increases the availability of

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capital per worker, increases capital/labour ratio which results in labour productivity increasing.

Technological Development

Technological development can help in the growth of productivity while only using a limited amount of resources. Countries that work in the field of technology development grow faster than countries that have a minimal focus on technology development.

Social and Political Factors

Social factors are the customs, values and beliefs which contribute to the growth of an economy to a considerable extent. Countries that are less willing to adopt to modern ways based on traditions of the country are less likely to grow economically.

An active government that is investing in the welfare of the country will succeed. Countries that are democratically elected often prosper because the government leaders are focused on what is best for the nation. Countries that are plagued with corruption and dictatorships often fail because the good of the nation is not the primary focus of the government leaders.

The Earthquake in Haiti 2010

Here's what you need to know about the 2010 earthquake in Haiti, which struck January 12, 2010. The earthquake measured 7.0 magnitude.

The Toll:

220,000-316,000: estimates of the death toll vary

300,000: number of injured

1.5 million: people initially displaced

64,680: displaced people remain as of March 31, 2015

Read More

3,978: number of schools damaged or destroyed by earthquake

Response in Dollars:

$13.34 billion: aid allocated by international agencies for 2010-2020, according to the United Nations Office of the Special Envoy for Haiti

$4 billion: aid committed to Haiti by the U.S. Government. $3.1 billion has been disbursed as of September 30, 2014

Effect on Foreigners:

96: Death Toll of U.N. peacekeepers

122: Americans confirmed dead

(http://www.cnn.com/2013/12/12/world/haiti-earthquake-fast-facts/)

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Study Notes

Instructions:

Use the lines below to create point form notes about the topics you read in Reading Notes #1.

Name:

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Haiti

Instructions:

Answer the questions based on the reading from Reading Notes #2.

1. When did the earthquake happen in Haiti?

____

____

____

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2. What is the death toll believed to be at?

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3. How much money was raised by aid organizations for relief and rebuilding in Haiti?

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4. What is the difference between the effect on Haitians and foreigners? You do not need to give a precise measurement, just explain in general terms the difference in effect.

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____

____

Name:

What I Need

Instructions:

Based on what you have learned with this lesson, reflect on what you need to survive, and what you enjoy having as a luxury. In the table below make a list of everything that you believe you really need, and what you think is a luxury. Be descriptive and list at least ten items in each column. Items cannot appear in both columns.

Need	Luxury

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Name: ______________________ **Final Mark:** __________

1) **Student has created a detailed list that connects with the needs and luxuries that people have and want.**

   LEVEL : 1 2 3 4

2) **Student has listed at least ten items in each column that are not duplicated in both columns.**

   LEVEL : 1 2 3 4

Comments: ______________________________

Rubric